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ABSTRACT

The purpose of this study was to determine the perceptions held by teachers, principals (and other evaluators), and superintendents regarding current practices in teacher performance evaluation. A second purpose was to collect demographic data relating to current teacher evaluation practices. Two survey instruments were used to collect data. One measured demographics and the second consisted of a series of statements requiring the respondents to indicate their perceptions related to teacher evaluation on a 5-point Likert scale. Instruments were returned by 1,648 teachers and 131 administrators. The two groups were essentially in agreement that: (1) in their schools, evaluators have been adequately trained; (2) evaluation serves to improve instruction; (3) more state-level control of the evaluation system is undesirable; and (4) no technical assistance is needed to improve the evaluation system in their district. Differing perceptions were identified on some issues: administrators were more convinced than teachers that (1) district-level guidelines and state statutes were being followed; (2) improvement in the evaluation system is needed; (3) more teacher input in the system is needed; and (4) there should be district control and autonomy over the evaluation system. A case study is presented of one K-12 school district. Charts illustrating the survey results are appended as well as copies of the two instruments used in the survey. (JD)

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Teacher Evaluation in Arizona

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TEACHER EVALUATION STUDY

As a result of the passage of Senate Bill 1397 in 1985, the Center for Excellence in Education at Northern Arizona University was designated to conduct a study of teacher evaluation practices in the state of Arizona.

One of the two basic purposes of the study was to determine the perceptions held by teachers, principals (and other evaluators) and superintendents regarding current practices in teacher performance evaluation. The second purpose of the study was to collect demographic data relating to current teacher evaluation practices.

Methodology

The study elicited responses from a population of teachers, principals, and superintendents chosen through a cluster sampling procedure. From among 922 schools at the K-12 level, a proportional random sample was chosen. The sample population consisted of 109 clusters (schools) representing the levels of elementary, middle school, junior high, and high school. From those 109 schools, 79 returned materials, a 72 percent return rate.

During the spring 1986, two survey instruments were used to collect data. The first was a demographic questionnaire measuring personal and experiential information. The second instrument consisted of a series of statements requiring the respondents to indicate their perceptions related to teacher performance evaluation on a 5-point Likert scale.

During the fall of 1986, a third instrument was developed which was a structured interview schedule designed to elicit information from specific individuals in order to complete a case study of a selected school district.

The Respondents

Instruments were returned by 1779 individuals, 1648 teachers and 131 administrative respondents. Of those respondents indicating sex, the population consisted of 1199 females and 554 males.

From among the teachers responding 908 were elementary teachers, 101 middle school, 222 junior high, with the remaining 399 high school teachers. Twenty teachers did not indicate a single level affiliation.

From among the administrators, 49 elementary administrators responded as did 10 middle school, 12 junior high, 24 high school, with 34 superintendents, or their agents, responding. From among those who indicated their sex, 89 were males and 38 were females.

The 79 responding schools (clusters) were represented by 1093 classroom teachers, 290 elementary special teachers (which includes special education), 73 secondary special education teachers with 180 people representing diverse areas which included school librarians and school psychologists. From among the teachers responding, 434 were probationary teachers with three or less years of experience, while 1176 indicated tenured status, teachers with more than three years experience. Thirty-eight did not indicate a status.

THE TEACHER EVALUATION PROCESS

Arizona Revised Statute 15-537 requires that all probationary teachers be evaluated at least twice each year with continuing (tenured) teachers receiving at least one annual performance evaluation.

Evaluations

The data revealed that 60 (13.8 percent) of the 434 probationary teachers DID NOT receive formal classroom observations two or more times. Seven probationary teachers (1.6 percent) indicated no observations while 53 (12.2 percent) indicated they were evaluated once. Those 60 probationary teachers NOT evaluated in accordance with state statutes are described as follows. Eight of the teachers were males and all eight were evaluated one time according to their self-report. The remaining 52 were females with seven of those indicating no formal classroom observation (evaluation), while 45 of them reported being evaluated once. In reality, only seven of the 60 were not evaluated via classroom observation. Conversely, 232 (53.6 percent) of the

probationary teachers reported that they were evaluated (formally observed) twice, while 141 (32 percent) reported they were observed 3, 4, 5, or more times.

From among the tenured teachers only 31 (2.7 percent) indicated they were NOT evaluated (formally observed) while 538 (46 percent) reported being observed once. The 31 tenured teachers not evaluated in accordance with state statutes were represented by 15 males and 16 females. In essence, 38 teachers did NOT receive a formal evaluation (seven probationary and 31 tenured teachers). From among those 38 teachers, 14 were teaching at the elementary level with the remaining 24 teaching at the secondary level. Six hundred (51.3 percent) of the tenured teachers reported being formally evaluated two or more times.

In summary, 91 (5.68 percent) teachers from among the 1602 reporting appeared to NOT have been evaluated in compliance with state law.

Evaluation Procedures

The teachers and administrators (evaluators) were asked to indicate the procedures used during the evaluation process, see Appendix A, Chart 1. Areas on which there was reasonable agreement between the teachers and administrators included: (1) the apparent fact that the evaluation process took place during classroom instruction time in the form of an observation by the evaluator, (2) observational rating scales and/or checklists were used, (3) there was an evaluator examination of the procedures used for evaluating student achievement, and (4) there was a post-conference held.

Perceptions were not in agreement between teachers and administrators for the following evaluation procedures: (1) examination of lesson plans (64.3 percent of the teachers believed their lesson plans were examined while 91.5 percent of the evaluators reported that they examined the plans), (2) examination of student test scores (19.5 percent of the teachers believed test scores were examined while 36.2 percent of the evaluators reported scores were examined), (3) discussion with parents of students (13.9 percent of the teachers perceived this happening while 24.6 percent of the administrators indicated this was the case, and (4) pre-conferencing prior to a classroom observation (59.3 percent of the teachers indicated that pre-conferencing

was a procedure while 74.6 percent of the administrators believed that pre-conferencing took place).

Training of Evaluators

State statutes require that evaluators be designated by the governing board and that the governing board insure that the evaluators be qualified to evaluate teachers. In this regard evaluators were asked to indicate how they received their training in evaluation. These responses appear in Appendix A as Chart 2. Evaluators indicated that they had received more than one type of training, including the following: (1) reading professional literature, indicated by 77.7 percent of the evaluators, (2) district-sponsored workshops and seminars (75.4 percent), (3) university training, prior to 1982 (63.8 percent), (4) professional organization workshop or seminar (60.8 percent), (5) university coursework since 1982 (39.2 percent), (6) Principal's Academy (31.5 percent), (7) workshop with an independent contractor (23.8 percent), and (8) Arizona State Department of Education activity (17.7 percent). A small percent (2.3 percent) of the evaluators indicated no formal training to evaluate teachers.

Functions of Teacher Evaluation

According to evaluators reporting, see Appendix A, Chart 3, teacher evaluation processes serve three main functions. These functions included: (1) improving instruction, cited by 96.9 percent of the evaluators, (2) reappointing the teacher for another year (38.1 percent), and (3) dismissing a teacher, indicated by 65.4 percent of the respondents. Other functions of the evaluation system and the percent of the respondents indicating were: (1) advancement on the salary schedule (10.8 percent), (2) advancement on the career ladder (9.2 percent), (3) awarding promotions (3.5 percent), and (4) awarding merit pay (3.8 percent).

SCALE ITEM PERCEPTIONS OF TEACHERS AND ADMINISTRATORS

The data reported by the study included teacher and administrator responses to twenty-eight statements dealing with teacher evaluation processes. The population

was asked to respond using a scale of 1-5, with a range of "Strongly Agree" to "Strongly Disagree." The data are reported in Appendix B.

Areas of General Agreement

The following items were ones on which the two groups, teachers and administrators, indicated perceptions that were in general agreement and where both groups were either in Strong Agreement or Agreement with the statement.

"Teacher performance evaluation is used primarily in aiding teachers to improve, a formative type of evaluation." (Teachers were 72.3 percent in agreement, with 11.2 percent undecided; administrators were 86.2 percent in agreement.)

"In this school the evaluators have been sufficiently trained to use evaluation materials." (Administration was 79 percent in agreement, 10 percent undecided; teachers were 66 percent in agreement with 20 percent undecided.)

"Specific expectations of teacher performance are stated so that the teacher and evaluator have a common understanding of what is expected during an observation for evaluation purposes." (Teachers were 78.5 percent in agreement, administration was 85.8 percent in agreement.)

"Teachers do NOT desire more observations for evaluation purposes." (Teachers agreed with a percentage of 63.6, with administrators agreeing 51.6 percent; 23 percent of the administrators were undecided as were 18 percent of the teachers.)

"Teachers desire extensive feedback from evaluators following observations." (Teachers were 78.5 percent in agreement, administration 75.7 percent in agreement.)

"Teachers desire more time to discuss strategies with evaluators for the improvement of instruction." (Administration,. 61.0 percent, was more convinced than teachers, 56 percent, with 22 percent of the teachers and 26 percent of the administrators being undecided.)

"There is agreement between administration and faculty in this school regarding the purposes served by the teacher performance evaluation system." (Administration agreed 74.4 percent with teachers agreeing 56 percent; 25 percent of the teachers were undecided as were 19 percent of the administrators.)

"In this school evaluators have been sufficiently trained to conduct adequate classroom evaluations." (There was general agreement with 68 percent of the teachers and 78.1 percent of the administrators agreeing; however, 14.5 percent of the teachers and 10.2 percent of the administrators disagreed with this item.)

Teachers and administrators possessed perceptions that were in general agreement on the following items. The populations "Disagreed" or Strongly Disagreed" with the following:

"The results of teacher observations are NOT used to improve teaching effectiveness." (Ninety-two percent of the administrators disagreed with this item with 74.2 percent of the teachers also disagreeing; 12 percent of the teachers were undecided.)

"The district should seek technical assistance in order to improve its teacher evaluation program." (Twenty to 25 percent of both groups were undecided on this statement with 54.2 percent of the teachers disagreeing and 50 percent of the administration disagreeing.)

"Teacher performance evaluation is used primarily for recommending reappointment or non-reappointment, a summative type of evaluation." (Forty-five percent of the teachers disagreed with 59.2 percent of the administrators disagreeing; 22 percent fo the teachers were undecided.)

"For evaluation purposes, teachers in this school are observed by more than one evaluator." (Both groups were in disagreement; 70.9 percent of the teachers and 58.2 percent of the administrators.)

"There should be increased state level control over the teacher evaluation system." (Only 6-7 percent of the two groups were in favor of increased state control with 16 percent of the teachers undecided and 10 percent of the administrators being undecided.)

"Teachers at this school have NOT been actively involved in the development, operation, and periodic revision of the teacher evaluation process." (Sixty-two percent of the administrators perceived active involvement while only 38.4 percent of the teachers indicated active involvement. To break the perceptions down from a different viewpoint, approximately 36 percent of the elementary teachers and 41 percent of the secondary teachers perceived active involvement in the development, operation, and periodic revision of the teacher evaluation process. Approximately 41 percent of the tenured teachers perceived active involvement while 33 percent of the probationary teachers agreed. There was still not agreement between teachers and administrators as to the level of involvement with the teacher evaluation system. About the same percent, 36.2, of the teachers agreed with this statement as disagreed; 25 percent of the administrators agreed.

Evaluators are reluctant to be critical when evaluating teacher performance. (Both groups disagreed, however, 27.5 percent of the administrators and 15.5 percent of the teachers agreed with the statement.)

Additional Perceptions

"Appropriate district level guidelines are followed as the teacher performance evaluation process is carried out during the school year." (The administrators were 98 percent in agreement with this statement while 86 percent of the teachers agreed; 7.4 percent of the teachers were undecided and 5.1 percent were in disagreement.)

"State law is followed in the conduct of the teacher performance evaluation system." (The vast majority, 98.5 percent of the administrators agreed with 80.7 percent of the teachers agreeing; 16 percent of the teachers were undecided.)

"The current district teacher evaluation system should be improved." (More administrators, 65.9 percent were in agreement than teachers, 37.4 percent; however, 26 percent of the teachers were undecided and 30 percent disagreed with the statement.)

"A teacher evaluation denoting deficiencies results in the initiation of an improvement plan to aid the teacher." (Ninety-four percent of the administrators indicated that an improvement plan was initiated while 70.4 percent of the teachers agreed; 16.5 percent of the teachers were undecided.)

"A teacher evaluation that notes serious deficiencies results in steps being taken to dismiss the teacher." (Teachers were largely undecided on this item while 65 percent of the administrators were in agreement. There were few differences in the way the item was perceived by elementary and secondary teachers and by tenured and probationary teachers. When superintendents and other administrators were compared, almost 80 percent of the superintendents agreed with the item while approximately 60 percent of the other administrators were in agreement.)

"Teacher evaluation practices are fair and equitable at this school." (Administrators were more convinced, 91.5 percent, than were the teachers, 75.8 percent; 13.5 percent of the teachers were undecided.)

"The evaluation instruments used provide that good teachers are recognized." (Approximately 67 percent of the administrators agreed with 45 percent of the teachers agreeing; 35 percent of the teachers disagreed as did 24 percent of the administrators. Twenty percent of the teachers were undecided.)

"There has been teacher input into the evaluation system currently in use in this district." (The administrators were more convinced, 92.3 percent agreement, than were the teachers 55 percent; with 25 percent of the teachers being undecided.)

"Facets of the teacher evaluation system governed by union or association contract enhance the effectiveness of teacher performance evaluation." (This item generated a wide range of perceptions with 34.7 percent of the teachers

agreeing and 12.2 percent of the administrators agreeing; however, 21.2 percent of the teachers and 53.7 percent of the administrators disagreed with the statement.)

"School districts should have control and autonomy over their teacher performance evaluation systems." (Administrators agreed, 77.4 percent, with 11.7 percent undecided; teachers agreed, 54.8 percent, 21.2 undecided, and 24.1 in disagreement.)

"The evaluation instruments used allow teacher deficiencies to be identified." (Approximately 72 percent of the teachers agreed with this statement with 12.3 percent disagreeing. The administrators agreed, 85.9 percent, with 7.8 percent in disagreement.)

Areas of no Specific Direction

The teachers and administrators reported perceptions neither specifically agreeing or disagreeing on the following items:

"Evaluation would be more effective if the judgmental and counseling roles of the evaluator could be separated." (There were approximately equal percentages for both groups indicating as much disagreement as agreement.)

"Formalized teacher self-evaluation is not a part of the total teacher evaluation system." (Approximately 48 percent of the teachers agreed, 42 percent disagreed; the administrators' percent of agreement was 40, with 50 percent in disagreement.)

CONCLUSIONS

The analysis of the data presented in the study appears to warrant the following conclusions regarding teacher evaluation.

1. Within the parameters of the study, data and perceptions reported indicate general compliance with Senate Bill 1397, regarding teacher performance evaluation.

2. There was a general indication from the respondents that increased state level control of teacher evaluation was not desired.

3. There is still a need for increased collaboration between district administration and faculty in the development, operation, and revision of the teacher evaluation process.

DISCUSSION AND IMPLICATIONS

The purpose of the study was to determine the perceptions held by teachers, principals, and superintendents regarding current practices in teacher performance evaluation. The second purpose was to collect demographic data relating to current teacher evaluation practices.

For the purposes of reporting perceptions the respondents were divided into two groups, teachers and administrators. The perceptions of the two groups were essentially in agreement on such issues as: The evaluators are considered to be adequately trained to use the evaluation materials and to conduct classroom observations. There is general agreement as to the purposes served by the evaluation system which is to improve instruction. Usually a teacher is observed by only one evaluator and there is an understanding of what is expected during a classroom observation. Apparently the evaluators tend to be critical when evaluating teacher performance. The teachers do want feedback following an observation and they desire more time to discuss strategies for improvement of teaching with the evaluators. Teachers do not desire more observations than the number currently in practice. Both groups do not desire more state-level control of the evaluation system and the majority of both groups believe they do not need technical assistance to improve their evaluation systems.

The teachers and administrators reported differing perceptions on a number of issues including: Administrators are more convinced that district-level guidelines and state statutes are being followed than are the teachers. There was also disagreement as to whether the teacher evaluation system really needs improvement and a difference of opinion as to whether an improvement plan is initiated if teacher deficiencies are noted. There were also differences expressed as to whether there has been sufficient teacher input into the current teacher evaluation system. Instrumentation was also a cause of divergent opinions, as was the issue of whether or not the district should have control and autonomy over its own teacher evaluation system.

Teachers and administrators expressed no clear-cut opinions regarding the dual roles of evaluators and whether or not teacher self-evaluation is a part of the evaluation system.

The demographic data revealed that female teachers outnumbered males by approximately 2:1, with the ratio more than reversing for the administrators with men outnumbering women by more than 2:1.

In general the districts are in compliance with state statutes with regard to the conduct of the minimum number of classroom observations. The fact that 13.8 percent of the probationary teachers were not evaluated in accordance with state law might be explained by noting that 188 of the 434 probationary teachers had six or more years of teaching experience which, in turn, may have caused the evaluators to treat them differently than the traditional probationary teacher with from 1-3 years of experience.

There were some interesting perceptions reported by the teachers and evaluators in several areas where one group perceived procedures differently from the other. Areas of differing opinions included the use of student test scores, examination of lesson plans, discussions with parents, and preconferencing prior to an observation of teaching. In each case, teachers perceived a lesser use of these procedures for evaluation purposes than the use reported by the evaluators.

The administrators reported diverse types of training to be qualified as evaluators. Their self-report showed reading and district sponsored workshops and/or seminars to be the primary training vehicles.

It was no surprise that improvement of instruction was cited as the primary function of the teacher evaluation system with reappointment and dismissal following in order.

RECOMMENDATIONS

As a result of the study the following recommendations are to be considered:

1. Districts should continue to seek active involvement on the part of faculty in the development, operation, and revision of the teacher evaluation process.

2. Each district should adopt an evaluation system in concert with its community values, management skills, and educational philosophy and goals

3. Each district should attempt to have administration and faculty seek concensus on the purposes of its evaluation system, then match the process to the agreed-upon purposes.

4. States should not impose highly prescriptive systems of teacher performance evaluation on districts.

5. There should be continued efforts to train evaluators to conduct adequate classroom evaluations.

6. There should be efforts made at the state level to develop an exemplary evaluation model or models for use by a district, if the district so chooses.

CASE STUDY

In order to develop a sense of how teacher evaluation functioned in a school district the researcher chose a K-12 district in which to conduct a case study.

The district chosen exhibited the following characteristics: the district operates an elementary/middle school and a high school. There are approximately 600 students attending the three levels with 44 teachers serving that population.

The district would be classified as rural in nature with school buses providing transportation for all eligible students.

In mandatory state testing the students rated six months ahead of national norms and three months ahead of state norms in reading, and two months ahead of national and state norms in mathematics.

The superintendent is in his second year at the district. The high school principal is new this year; the elementary and middle school administrators are veterans in the district. The school board consists of five members, several of whom have served for many years.

The data were collected by using a structured interview schedule which consisted of several open-ended questions and some forced-choice items.

The researcher interviewed the following individuals: six teachers at each level, a total of 18, including the local teacher's organization president. The three building administrators were interviewed as was the superintendent and two school board members. The interviews were conducted over a period of three days.

Results of the Interviews

The Interview Schedule is presented in Appendix C.

One of the concerns of the researcher was to determine if there was the possibility of teacher input into the teacher evaluation system adopted by the district. It was determined that the majority of the 18 teachers were aware that there was an opportunity for input and that the current mechanism was through a district-wide Teacher Evaluation Committee which met regularly. This committee was formed during the current school year. Teachers had been given the opportunity to indicate

areas of interest, then a representative committee was formed. The three levels (elementary, middle, and high school) were represented by the membership.

It was determined that the same evaluation instruments were used to evaluate teachers K-12. The evaluation package consisted of several sections, five to be exact, to be completed by both the evaluator and the teacher. Prior to the arrival of the new superintendent the evaluation process was described by several teachers as having been "not meaningful," "perfunctory," and "innocuous." Once the new superintendent took office he had his building administrators trained in the techniques of clinical slupervision which included evaluating teachers on their ability to use the "Essential Elements of Instruction" modeled by Madeline Hunter and others. It was the perception of many teachers that during the spring of 1985 teachers were observed in the classroom and to some degree, evaluated on their teaching abilities compared to the Hunter model when, in their opinion, they had not been trained to use the Essential Elements Model. Several teachers voiced concerns and felt this practice was unfair. This attitude was somewhat placated when the district offered a workshop at the beginning of the current school year on the "Essential Elements of Instruction" taught by an external consultant. It was interesting to note that the furor created about evaluating teachers on the "elements" really related to about one-fifth of the total evaluative process. Obviously the teachers were highly concerned about their instructional evaluations.

There was general agreement among the teachers interviewed that the purpose of the teacher evaluation system was to improve instruction. They also indicated that the recommendations resulting from the teacher evaluation system were used to make decisions regarding personnel, staff development, school improvement, and accountability. The administrators and board members agreed with these perceptions.

Over half the teachers interviewed indicated that there was a follow-up process to the formal classroom observation(s). This follow-up took the form of a cooperative improvement plan being devised by the teacher and the evaluator, with periodic informal classroom observation to follow. On the other hand, a number of teachers indicated that there was no follow-up to the teacher evaluation process. The

administrators interviewed indicated that there was follow-up, and re-evaluation if necessary, in the form of informal observations.

In this district the building principals actually evaluate the teachers with the Special Education, Title Programs, and K-3 teachers being evaluated by a supervisor. These individuals indicated their belief that they were adequately trained to perform their duties as evaluators. The vast majority of the teachers agreed that the evaluators were adequately trained to evaluate. Several questions were posed regarding the school climate as affected by the teacher evaluation system. With regard to the day-to-day life of the school the teacher respondents indicated that for the most part there is "no effect," though a small number of teachers indicated some negative feelings and some anxiety in the day-to-day life of the school. The administrators were queried regarding the same issue and responded that teachers are now more comfortable with informal observations, that initial anxiety about evaluation has decreased (though evaluation is always in the forefront) and that the teachers keep more alert to good teaching practices.

In response to a question asking how does teacher evaluation affect the quality of instruction in the school, the teachers indicated a general positive effect, that is, the quality of instruction was improving, particularly due to the emphasis on the Essential Elements of Instruction. The administrators agreed with the teachers and among themselves that the quality of instruction was improving.

A question was asked to determine how the current teacher evaluation system affected the teacher-administrator relationships in the respective schools. Responses from the teachers were almost equally divided among the three types of responses: no effect, negative effect, and positive effect. The administrators felt that relationships were more positive and a bit more relaxed than previously. Two questions were posed regarding governance and control of the teacher evaluation system. There was almost total agreement among all the respondents that a school district should have control and autonomy over its teacher evaluation system, assuming state statutes are being followed and met.

The same respondents also agreed unanimously that there should not be increased state level control over the teacher evaluation system.

Forced Choice Items

The teachers and other respondents were asked to respond to four forced-choice items; they were asked to rate their teacher evaluation system on a Likert scale ranging from 1-5, with 1 representing Strong Agreement and 5 indicating Strong Disagreement. It was of interest to note that the teachers as a group and the administrators and board members as a second group paralleled each other in their perceptions towards the four items.

The perceptions regarding the statement "Our teacher evaluation system is thorough" was rated in the "Agreement" category. The second statement relating to the fairness of the evaluation system was perceived just about equally between "Agree" and "Undecided." The third statement, "Our teacher evaluation system is reliable; there is consistency of measurement" received an "Undecided" rating by both groups. The final statement, Our teacher evaluation system is valid; that is, it measures what it purports to measure" was perceived to fall towards the "Undecided" rating but towards the "Agreement" side.

Discussion, Conclusions and Recommendations

Probably with any change in administration come changes that affect the certificated personnel in a school district. In this district the change manifested itself to affect teacher evaluation practices, to the chagrin of some teachers. However, even the teachers agreed that the quality of instruction appeared to be improving and they also indicated that the day to day life of their schools were not greatly influenced by the teacher evaluation system.

It appeared that some teachers perceived the imposition of the "Essential Elements" to be a breach of protocol. All those affected by the "Elements" should understand that there are many models of instruction having a number of common elements; the "Essential Elements" constitute but one of those models, but, nonetheless an important one. There does appear to be a viable body of research indicating that instruction can be enhanced by using one of the models to improve the instructional process.

Conclusions:

1. It appeared that teachers have suitable input into the determination of the teacher evaluation system.
2. Teachers, administrators, and board members appeared to possess similar perceptions with regard to the teacher evaluation system in the district.
3. The school district should decide upon the primary purpose of its teacher evaluation system, then match the process with the agreed upon purpose.

Recommendations:

1. The school district should continue to train teachers and evaluators in observation and evaluation techniques, including models of instruction.
2. The district should evaluate the current instruments used for teacher evaluation, in particular the aspect that allows a teacher to be rated ONLY "Satisfactory" or "Needs Improvement." A greater number of descriptors to rate teachers would be an improvement.

Appendix A

Charts 1, 2 and 3

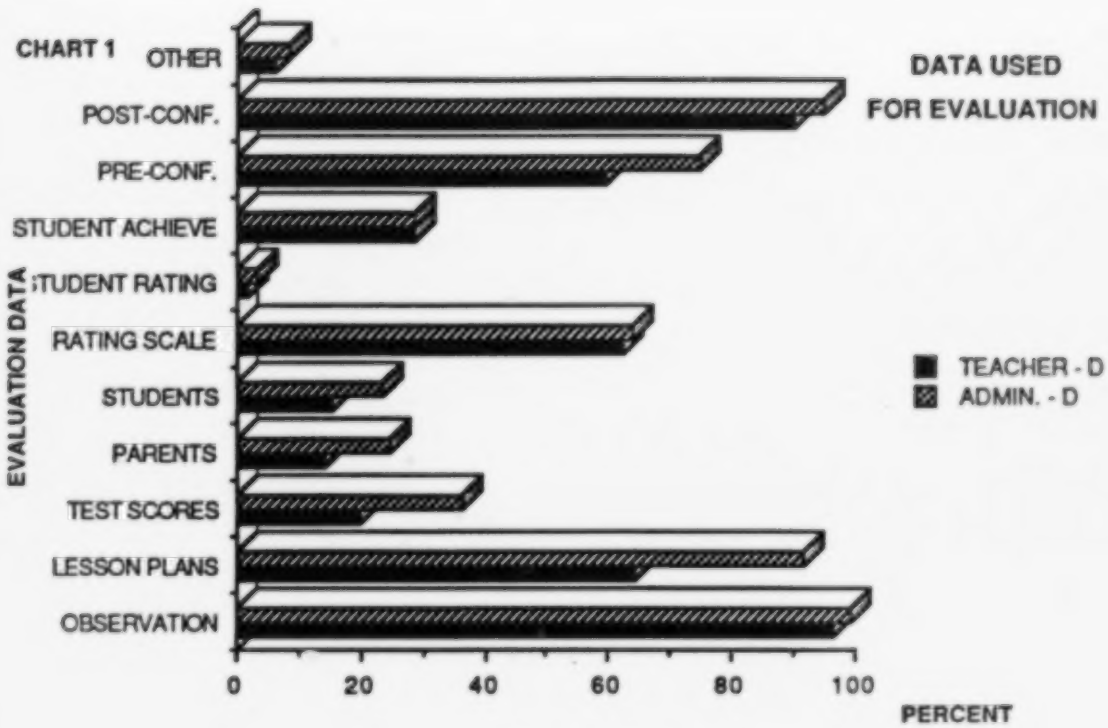


CHART 1
DATA USED
FOR EVALUATION
OTHER
POST-CONF.
PRE-CONF.
STUDENT ACHIEVE
STUDENT RATING
RATING SCALE
STUDENTS
PARENTS
TEST SCORES
LESSON PLANS
OBSERVATION
EVALUATION DATA
TEACHER - D
ADMIN. - D
0
20
40
60
80
100
PERCENT

CHART 2

TEACHER EVALUATION RESULTS
AS INDICATED BY
ADMINISTRATORS

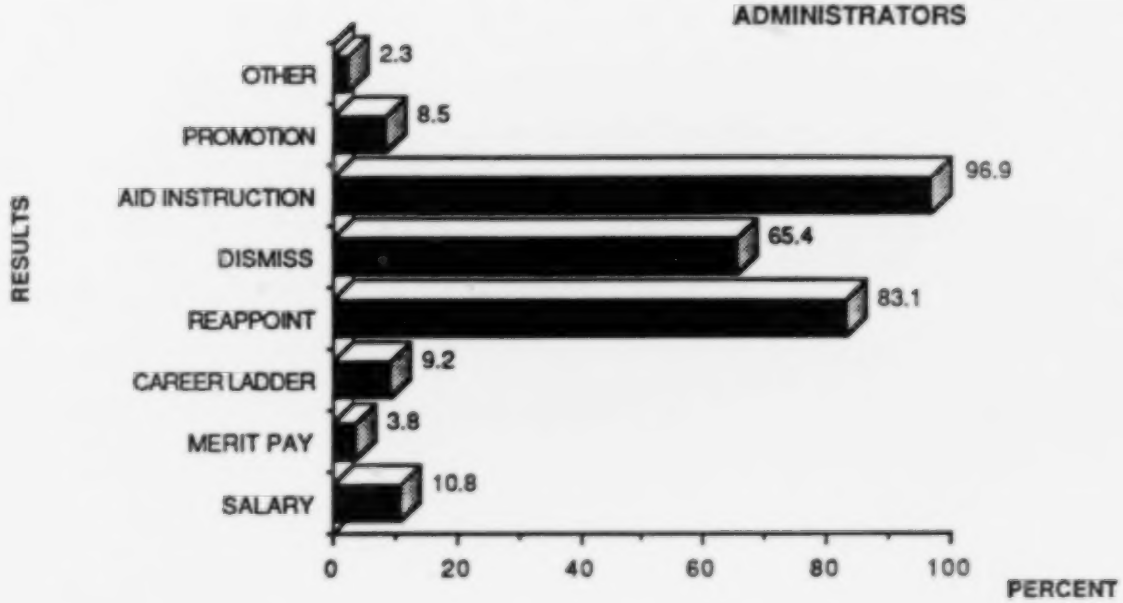
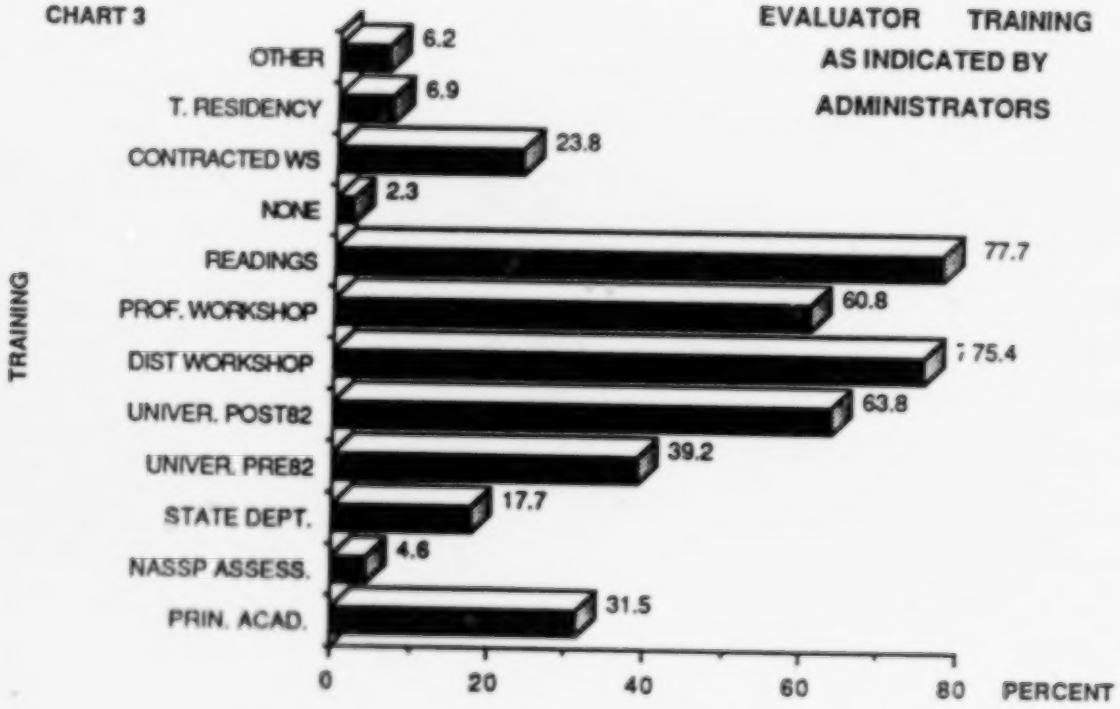


CHART 3

EVALUATOR TRAINING AS INDICATED BY ADMINISTRATORS



Appendix B

Teacher and Administrator

Responses to 28 Statements

by Percent

Teacher Evaluation Project
Teacher & Administrator Responses by Percentage

SA - Strongly Agree A - Agree U - Undecided D - Disagree SD Strongly Disagree

Statement	% SA	% A	% U	% D	% SD
1. Appropriate district level guidelines are followed as the teacher performance evaluation process is carried out during the school year.					
Teacher (T)	26.9	59.5	7.4	5.1	1.0
Administrator (A)	43.8	52.3	2.3	1.5	.0
2. State law is followed in the conduct of the teacher performance evaluation system.					
T	27.4	53.3	16.5	2.0	.9
A	57.7	40.8	1.5		
3. The current district teacher evaluation system should be improved.					
T	11.5	25.9	26.5	30.0	6.1
A	17.1	48.8	12.4	17.1	4.7
4. A teacher evaluation denoting deficiencies results in the initiation of an improvement plan to aid the teacher.					
T	15.8	55.6	16.5	9.4	2.7
A	42.3	51.5	3.1	3.1	.0
5. Evaluation would be more effective if the judgmental and counseling roles of the evaluator could be separated.					
T	11.2	28.9	31.0	25.4	3.4
A	15.1	25.4	23.8	28.6	7.1
6. Teacher performance evaluation is used primarily for recommending reappointment or non-reappointment, a summative type of evaluation.					
T	3.9	29.0	21.9	37.8	7.4
A	6.2	26.2	8.5	43.8	15.4
7. Teacher performance evaluation is used primarily in aiding teachers to improve, a formative type of evaluation.					
T	15.3	57.0	11.2	13.2	3.3
A	25.4	60.8	4.6	6.2	3.1
8. A teacher evaluation that notes serious deficiencies results in steps being taken to dismiss the teacher.					
T	5.0	25.6	35.3	27.8	6.3
A	16.5	48.0	8.7	24.4	2.4
9. Teacher evaluation practices are fair and equitable at this school.					
T	21.1	54.7	13.5	8.0	2.7
A	36.9	54.6	4.6	3.1	.8
10. For evaluation purposes, teachers in this school are observed by more than one evaluator.					
T	7.5	25.4	6.1	44.4	16.5
A	10.1	27.1	4.7	44.2	14.0

	% SA	% A	% U	% D	% SD
11. The results of teacher observations are not used to improve teaching effectiveness.					
T	2.4	10.9	12.4	51.8	22.4
A	1.6	4.7	1.6	36.4	55.8
12. Formalized teacher self-evaluation is not a part of the total teacher evaluation system.					
T	7.4	40.2	10.9	32.6	9.0
A	5.4	34.6	10.0	33.1	16.9
13. The district should seek technical assistance in order to improve its teacher evaluation system.					
T	5.4	14.8	25.6	39.8	14.4
A	9.2	20.8	21.5	35.4	13.1
14. The evaluation instruments used provide that good teachers are recognized.					
T	6.7	38.5	20.1	26.9	7.8
A	12.3	54.6	9.2	19.2	4.6
15. There should be increased state level control over the teacher evaluation system.					
T	1.5	5.2	16.1	31.5	45.8
A	1.5	5.4	10.0	26.2	56.9
16. There has been teacher input into the evaluation system currently in use in this district.					
T	12.1	42.9	25.5	13.4	6.2
A	50.0	42.3	2.3	4.6	.8
17. In this school the evaluators have been sufficiently trained to use evaluation materials					
T	16.1	49.9	19.6	10.1	4.3
A	27.1	51.9	10.9	10.1	.0
18. There is agreement between administration and faculty in this school regarding the purposes served by the teacher performance evaluation system.					
T	8.9	47.1	25.5	14.7	3.9
A	9.3	65.1	18.6	7.0	.0
19. Facets of the teacher evaluation system governed by union or association contract enhance the effectiveness of teacher performance evaluation.					
T	6.5	28.2	44.2	15.5	5.7
A	.0	12.2	34.1	29.3	24.4
20. Specific expectations of teacher performance are stated so that the teacher and evaluator have a common understanding of what is expected during an observation for evaluation purposes.					
T	17.8	60.7	7.5	11.4	2.5
A	26.0	59.8	8.7	5.5	.0
21. Teachers do not desire more observations for evaluation purposes.					
T	20.2	43.4	17.9	15.6	2.8
A	10.2	41.4	23.4	21.1	3.9
22. Teachers desire extensive feedback from evaluators following observations.					
T	18.9	57.7	10.7	11.5	1.2
A	23.4	52.3	11.7	12.5	.0

	% SA	% A	% U	% D	% SD
23. Teachers desire more time to discuss strategies with evaluators for the improvement of instruction.					
T	10.3	46.0	21.7	20.1	2.0
A	9.4	51.6	25.8	12.5	.8
24. Teachers at this school have not been actively involved in the development, operation, and periodic revision of the teacher evaluation process.					
T	8.0	28.2	25.5	29.8	8.6
A	8.6	16.4	12.5	39.8	22.7
25. School districts should have control and autonomy over their teacher performance evaluation systems.					
T	17.1	37.7	21.2	17.5	6.6
A	35.2	42.2	11.7	9.4	1.6
26. In this school evaluators have been sufficiently trained to conduct adequate classroom observations.					
T	16.5	51.5	17.6	10.3	4.2
A	28.9	49.2	11.7	10.2	.0
27. The evaluation instruments used allow teacher deficiencies to be identified.					
T	9.2	63.2	15.2	9.5	2.8
A	19.5	66.4	6.3	7.0	.8
28. Evaluators are reluctant to be critical when evaluating teacher performance.					
T	2.6	12.9	16.5	54.2	13.7
A	4.7	22.8	11.0	50.4	11.0

Appendix C

Demographic and Perceptual Instruments Used for Data Collection

TEACHER DEMOGRAPHICS

DIRECTIONS: Please place a check mark in the appropriate blank(s) or supply the needed information.

1. STATUS IN DISTRICT _____ A. Probationary teacher (non-tenured) _____ B. Tenured teacher (continuing teacher)

2. SEX _____ A. Female _____ B. Male

3. AGE _____ A. 21-30 _____ B. 31-40 _____ C. 41-50 _____ D. 51-60 _____ E. 61+

4. TEACHING EXPERIENCE

Years teaching in District	_____ A. 0-5	_____ B. 6-10	_____ C. 11-15	_____ D. 16+
Years at this School	_____ A. 0-5	_____ B. 6-10	_____ C. 11-15	_____ D. 16+
Total years in teaching at any level	_____ A. 0-5	_____ B. 6-10	_____ C. 11-15	_____ D. 16+

5. LEVEL _____ A. Elementary _____ B. Middle School _____ C. Junior High _____ D. High School

6. CURRENT ASSIGNMENT _____ A. Regular Classroom _____ B. Elementary Special Teacher, e.g., Art, Music, Reading, Spec. Ed., Physical Education, etc. _____ C. Secondary Special Education _____ D. Other (Please specify)

7. EVALUATION DATA How often were you formally observed by an evaluator during the school year 1985-86?

_____ A. Never
_____ B. Once
_____ C. Twice
_____ D. Three times
_____ E. Four times
_____ F. Five or more times

8. Which of the following procedures were used as a part of the teacher performance evaluation process during the school year 1985-86? (Check any that apply)

_____ A. Classroom observation during instruction
_____ B. Examination of lesson plans
_____ C. Examination of test scores of pupils taught
_____ D. Discussions with parents of students
_____ E. Discussions with students taught
_____ F. Observational rating scales and/or checklist
_____ H. Student rating scales (used to rate the teacher)
_____ I. Examination of your procedures for evaluating student achievement
_____ J. Pre-Conferencing . . . prior to observation
_____ K. Post-Conferencing . . . following observation
_____ L. Others (please specify)

9. Name of school where you teach _____

ADMINISTRATOR/EVALUATOR DEMOGRAPHICS

1. PRESENT POSITION
   - _____A. Superintendent
   - _____B. Principal
   - _____C. Assistant Prin./Vice-Prin.
   - _____D. Department Chair
   - _____E. Head Teacher
   - _____F. Other (Please specify)

2. LEVEL
   - _____A. Elementary
   - _____B. Middle School
   - _____C. Junior High
   - _____D. High School
   - _____E. District Level Admin.

3. SEX
   - _____A. Female
   - _____B. Male

4. AGE
   - _____A. 21-30
   - _____B. 31-40
   - _____C. 41-50
   - _____D. 51-60
   - _____E. 61 +

5. EVALUATION DATA — Which of the following procedures were used as a part of the teacher performance evaluation process during the school year 1985-86? (Check the appropriate blank(s).

   - _____A. Classroom observation during instruction
   - _____B. Examination of lesson plans
   - _____C. Examination of test scores of students taught by teacher
   - _____D. Discussions with parents of students
   - _____E. Discussions with students
   - _____F. Discussions with colleagues
   - _____G. Observational rating scales and/or Checklists
   - _____H. Student rating scales (used to rate teachers)
   - _____I. Examination of procedures for evaluating student achievement
   - _____J. Pre-Conferencing . . . prior to observation
   - _____K. Post-Conferencing . . . following observation
   - _____L. Scripting . . . during observation
   - _____M. Other (please specify)

6. RESULTS — Teacher evaluation results and data are used to:

   - _____A. Advance on the salary schedule
   - _____B. Award merit pay
   - _____C. Advance on the career ladder
   - _____D. Reappoint the teacher for another year
   - _____E. Dismiss a teacher
   - _____F. Improve instruction
   - _____G. Award promotions
   - _____H. Other (please specify)

7. TRAINING — My training as an EVALUATOR of teacher performance has included training received via

   - _____A. Principal's Academy
   - _____B. NASSP Assessment Center
   - _____C. Arizona State Dept. of Education training activity
   - _____D. University, through coursework since 1982
   - _____E. University, through coursework prior to 1982
   - _____F. District sponsored workshops and seminars
   - _____G. Professional organization workshop or seminar
   - _____H. Reading professional literature
   - _____I. No formal training
   - _____J. Workshop with an independent contractor
   - _____K. Arizona Teacher Residency training
   - _____L. Other (please specify)

8. SYSTEM Our teacher performance evaluation system is

_____A. Formative in nature.
_____B. Summative in nature.
_____C. Both Formative and Summative.

9. INSTRUMENTS

Separate instruments are used for formative and summative evaluations.

_____A. Yes _____B. No

10. Name of school and district:

School _____

District _____

For principal only:

Please enclose a copy of the instrument(s) you use in assessing teacher performance.

This scale has been prepared so that you can indicate how you feel about teacher performance evaluation in your school and district. Please circle the letter(s) on the left indicating how you feel about each statement. (SA - strongly agree, A - agree, U - undecided, D - disagree, SD - strongly disagree).

SA	A	U	D	SD	1.	Appropriate district level guidelines are followed as the teacher performance evaluation process is carried out during the school year.
SA	A	U	D	SD	2.	State law is followed in the conduct of the teacher performance evaluation system.
SA	A	U	D	SD	3.	The current district teacher evaluation system should be improved.
SA	A	U	D	SD	4.	A teacher evaluation denoting deficiencies results in the initiation of an improvement plan to aid the teacher.
SA	A	U	D	SD	5.	Evaluation would be more effective if the judgmental and counseling roles of the evaluator could be separated.
SA	A	U	D	SD	6.	Teacher performance evaluation is used primarily for recommending reappointment or non-reappointment, a summative type of evaluation.
SA	A	U	D	SD	7.	Teacher performance evaluation is used primarily in aiding teachers to improve, a formative type of evaluation.
SA	A	U	D	SD	8.	A teacher evaluation that notes serious deficiencies results in steps being taken to dismiss the teacher.
SA	A	U	D	SD	9.	Teacher evaluation practices are fair and equitable at this school.
SA	A	U	D	SD	10.	For evaluation purposes, teachers in this school are observed by more than one evaluator.
SA	A	U	D	SD	11.	The results of teacher observations are not used to improve teaching effectiveness.
SA	A	U	D	SD	12.	Formalized teacher self-evaluation is not a part of the total teacher evaluation system.
SA	A	U	D	SD	13.	The district should seek technical assistance in order to improve its teacher evaluation system.
SA	A	U	D	SD	14.	The evaluation instruments used provide that good teachers are recognized.
SA	A	U	D	SD	15.	There should be increased state level control over the teacher evaluation system.
SA	A	U	D	SD	16.	There has been teacher input into the evaluation system currently in use in this district.
SA	A	U	D	SD	17.	In this school the evaluators have been sufficiently trained to use evaluation materials.
SA	A	U	D	SD	18.	There is agreement between administration and faculty in this school regarding the purposes served by the teacher performance evaluation system.

SA A U D SD 19. Facets of the teacher evaluation system governed by union or association contract enhance the effectiveness of teacher performance evaluation.

SA A U D SD 20. Specific expectations of teacher performance are stated so that the teacher and evaluator have a common understanding of what is expected during an observation for evaluation purposes.

SA A U D SD 21. Teachers do not desire more observations for evaluation purposes.

SA A U D SD 22. Teachers desire extensive feedback from evaluators following observations.

SA A U D SD 23. Teachers desire more time to discuss strategies with evaluators for the improvement of instruction.

SA A U D SD 24. Teachers at this school have not been actively involved in the development, operation, and periodic revision of the teacher evaluation process.

SA A U D SD 25. School districts should have control and autonomy over their teacher performance evaluation systems.

SA A U D SD 26. In this school evaluators have been sufficiently trained to conduct adequate classroom observations.

SA A U D SD 27. The evaluation instruments used allow teacher deficiencies to be identified.

SA A U D SD 28. Evaluators are reluctant to be critical when evaluating teacher performance.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS IN WRITING (Use the back of the page if needed)

1. What is the greatest strength of your evaluation system?

2. What areas of your evaluation system need improvement?

COMMENTS: